Resources For Mentors

6 through 12



TABLE OF CONTENTS

TABLE OF CONTENTS 2
COACHING RESOURCES 3
ATTITUDE 5
GETTING TO KNOW YOU 6
SCRAPBOOK AND PHOTOS 7
INTERESTS AND FAVORITE ACTIVITIES 8
GETTING TO KNOW YOU 9
GETTING TO KNOW YOU PART 2 10
20 QUESTIONS 11
ALL ABOUT ME 12
ALL ABOUT ME JOURNAL 13
TELL ME ALL ABOUT YOURSELF 14
WHO AM I? 15
ONE OF A KIND 16
MY FAMILY 17
MY FAMILY TREE POSTER 18
PEOPLE I ADMIRE 19
IMPORTANT PEOPLE IN MY LIFE 20
YOUR BEST EFFORT 21
SETTING GOALS & CHARTER PROGRESS 22
SHORT-TERM GOALS 23
LONG-TERM GOALS 24
SETTING GOALS PART 4 25
WE ALL NEED FRIENDS 26
QUALITIES I LIKE IN A FRIEND 27
PEER PRESSURE 28
BE A PEN PAL 29
MAKE A HANDMADE GIFT 30
FEELINGS 31
“I FEEL GOOD” COLLAGE 32
COPING WITH ANGER 33
IDENTIFYING FEELINGS 34
IDENTIFYING FEELINGS PART 2 35
COPING STRATEGIES FOR STRESS 36
INDIVIDUALITY 37
IDENTIFYING POSITIVE QUALITIES, ACCOMPLISHMENTS AND SKILLS 38

FUN WITH MY NAME **39**
SING A SONG OF SELF-ESTEEM **40**
LOOKING AT MYSELF **41**
SKILLS FOR LEARNING **42**
READING FOR MEANING **43**
READING FOR MEANING PART 2 ..... **43**
WRITING AND READING STORIES **45**
HAVE SOME FUN **46**
BUILDING VOCABULARY **47**
READING THE SUNDAY PAPER **48**
ATTITUDES & CHOICES **49**
WHAT IS TELEVISION TELLING ME? **50**
VALUES THAT ARE IMPORTANT TO ME **51**
PHYSICAL FITNESS **52**
EATING FOR HEALTH **53**
CAN DO! **54**
TIME MANAGEMENT **55**
TIME MANAGEMENT PART 2 ..... **56**
HELPING WITH HOMEWORK **57**
HELPING WITH HOMEWORK PART 2 ..... **58**
LEARNING A SPORT **59**
MAKING CHOICES – CAREERS **60**
PERSONAL ACHIEVEMENTS **61**
CAREER SCRAPBOOK **62**
COLLEGE EDUCATION & CAREER CHOICES **62**
IDENTIFYING WORK VALUES **64**
MAKING CHOICES – COLLEGE BOUND **65**
COLLEGE-BOUND CALENDAR **66**
COLLEGE-BOUND CALENDAR PART 2 ..... **67**
THE WORLD OF COLLEGE **68**
THE WORLD OF COLLEGE – PART 2 ..... **69**
THE WORLD OF COLLEGE – PART 3 ..... **70**
COLLEGE VOCABULARY **71**
COLLEGE TERMS **72**
PICKING A COLLEGE MAJOR **73**

Coaching Resources for Mentors
Grades 6 – 12

How to use these reference materials:

These materials are provided as a resource for your mentoring experience. Every mentor/ student relationship is individual and not all of these materials may apply. They are arranged by month for your convenience.

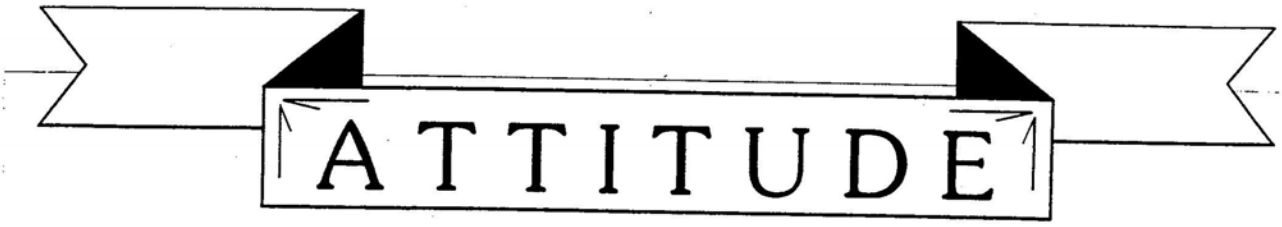
Look through all the materials first and use them in any order you and your student desire.

Be as creative as you want.

ACKNOWLEDGEMENT:

The Association of Inter-Community would like to thank the Abell Foundation of Baltimore, Maryland, for the materials used from their mentoring hand-book, "The Two of Us."

Attitude



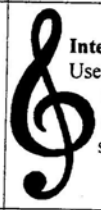
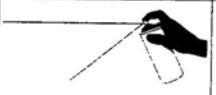
The longer I live, the more I realize the impact
of attitude on life.
Attitude to me, is more important than facts.
It is more important than the past,
than education, than money,
than circumstances,
than failures,
than success,
than what other people think or say or do.

It is more important than appearance,
giftedness or skill.
It will make or break an organization -
a school - a home.

The remarkable thing is we have a choice
everyday, regarding the attitude we will
embrace for that day.

We cannot change our past;
we cannot change the fact that people will
act in a certain way.
We cannot change the inevitable.
The only thing we can do is play on the one
string we have.
And that is our attitude.
I am convinced that life is 10% what happens to me
and 90% how I react to it.
And so it is with you.

GETTING TO KNOW YOU

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
	Lists Make 2 lists with headings of "likes" and "dislikes." Take turns adding to the lists. Great for getting to know each other.					
					 **Reminder** Listen to and acknowledge your student's thoughts and feelings.	
			 **Interests** Use interests to tie into an academic subject.			
		Talk Discuss expectations; get agreement on goals. Use pp. 15–17 in the *YM Handbook* for help.				
				 **Craft** Do a simple craft project together.		

"I needed someone to talk to and to be my friend, and she came into my life."

–Student, Woodward Avenue Elementary

THIS IS YOUR LIFE: SCRAPBOOK AND PHOTOS

Goal:

To get to know the people and experiences that are important in your student's life.

Materials:

Scrapbook, photo album, or the "All About Me" journal; souvenirs from your student's life; photographs or drawings of people in her life; camera and film.

What to do:

- Help your student create a scrapbook that reflects some of the events in her life, using photographs and souvenirs.
- Begin by asking your student to collect 10 pictures or souvenirs she has acquired. If these are not available, have her draw some pictures, cut out representative pictures from magazines, or begin taking the pictures now. These photos and souvenirs will be used to illustrate the scrapbook.
- Take pictures of family, friends, teachers, and neighbors, or any other significant people presently in your student's life or from her past.
- Place the pictures in the scrapbook or album. Your student may want to arrange the photos in a particular order. For instance, pictures may be arranged chronologically, grouped by events, or by putting friends in one section and family in another.
- Help her think of captions to put under each photograph. These captions may be humorous or may simply describe what is happening in the picture.

Follow-up:

- Have your student write or dictate as you write a story that relates to the pictures or souvenirs.
- Paste the pictures alongside the text of the story that makes reference to them. For instance, if your student's story includes recalling the time she attended a special event, such as the circus, include a picture or souvenir from that experience near the section of the story about the circus.
- If your student has a favorite picture, you may wish to have it framed or enlarged.
- Visit a photography studio.
- Interview a photographer about his work.
- Have someone draw your student's and/or your portrait.
- Take a camera with you on other activities.
- Collect souvenirs from your time together and put them in the scrapbook.

SOURCE: Rich, Dorothy, Megaskills: How Families Can Help Children Succeed in School and Beyond. Boston: Houghton-Mifflin Co., 1988.

IDENTIFYING INTERESTS AND FAVORITE ACTIVITIES

Goal:

To help you and your student get to know each other by identifying interests and activities.

Materials:

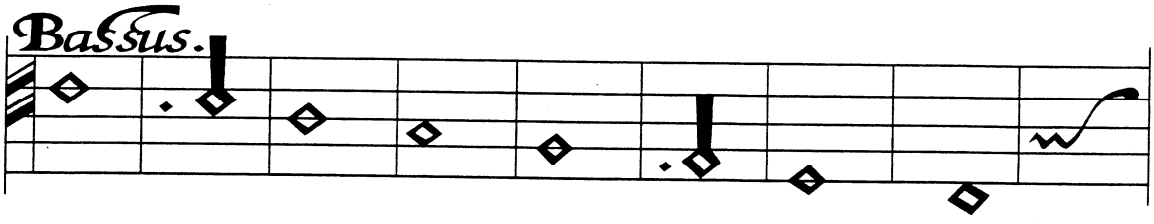
Pen or pencil, paper.

What to do:

- List about 20 different types of activities that your student enjoys doing or would like to participate in. Activities may range from watching movies, playing in a band, and reading at the library to playing video games and talking with friends on the phone. Discuss with your student why he enjoys these activities. Share with him your own list and see if there are any in common.
- Take turns answering the following questions. Identify similar interests and hobbies the two of you share.
  - Favorite music
  - Favorite TV show or movie
  - Favorite sport, exercise, or game
  - Favorite book or magazine
  - Subject in school you like the most
  - Subject in school you like the least
  - Favorite food and restaurants
  - Heroes, real life or television/movie
  - Places you work part time
  - Clubs or groups you belong to
  - What you do in your free time
  - What you and your friends do together
  - What you want to do after graduating from high school
- Ask your student to describe three good things about himself.

Follow-up:

- Engage in one activity of common interest during the next month.
- Keep a list of favorite activities in the journal/scrapbook and add new ones as they develop.



GETTING TO KNOW YOU

1. The thing I like most about school is _____

_____

2. The thing I don't like about school is _____

_____

3. The class that is hardest for me is _____

_____

4. My favorite class is _____

_____

5. If I could change something about myself, I would _____

_____

6. If I could have anything I wanted, it would be _____

_____

7. When I don't do as well in school as I can, it is because _____

_____

8. When I have leisure time, I like to _____

_____

9. The career I would like is _____

_____

10. If you take lessons of any kind, what are they? _____

_____

Getting to Know You Part 2

11. If you have pets, tell me about them? _____

_____

12. What school subjects do you do well in? _____

_____

13. What do you think you might need extra help with in school? _____

_____

14. What is your favorite: food? _____

place? _____

sport? _____

car? _____

indoor activity? _____

15. Who is your favorite: movie star? _____

relative? _____

friend? _____

16. Complete these sentences:

Happiness is _____

_____

If only _____

_____

Friendliness is _____

_____

To care is _____

_____

20 QUESTIONS

These questions can also be used as conversation starters.

What is your favorite...

game? _____

TV program? _____

sport? _____

food? _____

place to visit? _____

amusement park? _____

animal? _____

pet? _____

water activity? _____

movie? _____

car? _____

What do you like to do as a hobby? _____

on a Sunday afternoon? _____

in the summer? _____

with your friends? _____

What do you like, or not like, about...

school? _____

your bedroom? _____

to read? _____

to have read to you? _____

When I've graduated from high school, I would like...

to travel to _____

a job that _____

to live _____

to own a _____

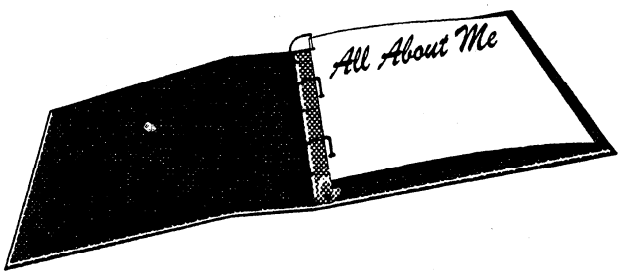
ALL ABOUT ME

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
					 **Reminder:** Encourage your student to write in the "All About Me" journal freely and creatively.	
			 **Lunch** Have fast food for lunch and ask student to count the change for accuracy.			
	Encourage  Use encouragement instead of praise with your student. Review pg. 28 in the *YM Handbook.*					
				 **Read** Take with you the "Mini Page" from the *News Journal.* It's a nice way to begin your hour.		

"As I learn from you,
I guess you learn from me..."

–Langston Hughes

THE "ALL ABOUT ME" JOURNAL



Goal:

To create a journal or scrapbook, which can be a valuable resource for reflection, celebration, and learning.

Materials:

A loose-leaf binder that includes writing paper, plain paper, and pockets for souvenirs to allow you to add to it as you go along.

What to do:

- Create sections that correspond to each of the parts of this handbook. As you and your student complete activities, add written work, goals, progress reports, pictures, souvenirs, etc., in the appropriate section of the journal.
- Take the journal with you whenever possible so your student can enter ideas, observations, new vocabulary, etc., while participating in activities.
- Use the journal for the activities in this handbook and for creative writing.
- Look through the journal with your student on a regular basis to:
  - ✓ review goals and objectives,
  - ✓ note progress and personal growth,
  - ✓ recall good times,
  - ✓ review content, and
  - ✓ plan follow-up activities.

TELL ME ALL ABOUT YOURSELF

1. What kind of books do you enjoy the most? _____

2. What are some things you know a lot about? _____

3. What are some things you would like to know more about? _____

4. What interesting places have you visited? _____

5. Where are some interesting places you would like to visit? _____

6. If you have any collections, what are they? _____

7. What do you like to do in your free time? _____

8. If you could be a famous person for a day, who would you be? _____

9. What have you enjoyed the most about school in the past? _____

WHO AM I?

Imagine you are being interviewed for a newspaper story. You are asked, "Please look at yourself and complete these sentences in the space provided."

The most important thing about me is _____

_____

I am good at _____

A secret ambition of mine is _____

A career goal of mine is to become a _____

A value that I hold as most important is _____

A person I most admire and want to be like is _____

If I had lots of money, I would _____

I like people who _____

"Do you know who you are? You are a marvel. You are unique. In all the world there is no other person exactly like you... In the millions of years that have passed, there has never been a person like you...
You may become a Shakespeare, a Michelangelo, a Beethoven."

"You have the capacity for anything. Yes, you are a marvel!"

"Beauty is all about us, but how many are blind to it! Each second we live in a new and unique moment of the universe,
a moment that never was before and will never be again...."

–Pablo Casals
World-renowned cellist
From: *Growing up Creatively*

ONE OF A KIND

Thoughts about me

I can best be described as: (check all that you are)

❑ adventuresome	❑ curious	❑ organized
❑ kind	❑ honest	❑ athletic
❑ funny	❑ popular	❑ courageous
❑ talkative	❑ shy	❑ quiet
❑ serious	❑ understanding	❑ calm
❑ dependable	❑ outgoing/friendly	❑ energetic
❑ sensitive	❑ _____	❑ _____

As I look over the above qualities, I like being _____

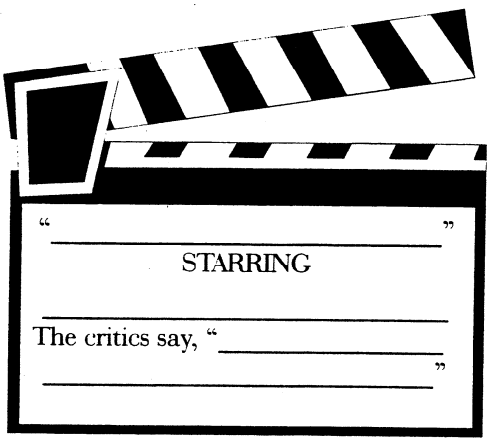
and _____.

I don't like being _____.

I could change this by _____.

People think of me as _____,

but they would be surprised to know I'm also _____.



LIGHTS! CAMERA! ACTION!

If a TV producer came to your door today and wanted to create a TV show with YOU as the star and with any story line, who and what would you be and do? Give your show a name, too. Who else would you like to act in your show with you.

My Family

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
		 **Share** pictures of your family or pets.				
					 **Write** a song about a family member.	
	Share stories about past holiday activities 					
			 **Draw** your family members as animals.			

"Ideals are like stars—we never reach them,
but like the mariners on the sea, we chart our course by them."

–Carl Schurz

MY FAMILY TREE POSTER

Goal:

To help you and your student better understand and appreciate your student's family structure.

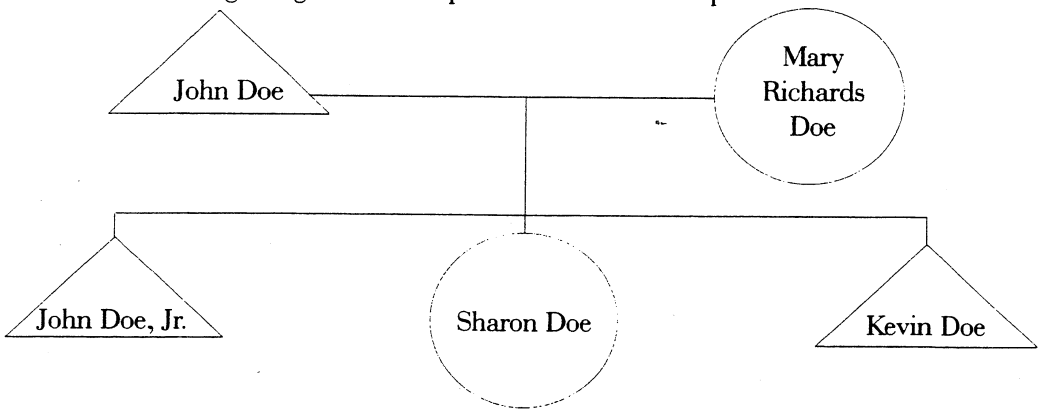
Materials:

Markers, poster board, paints, and other selected materials.

What to do:

- Start by writing your student's complete name in the middle of the poster board.
- Draw a circle around the name if your student is female and draw a triangle if your student is a male. Follow this pattern of circles for females and triangles for males throughout the poster construction.
- Next, list your student's parents directly above his name, with the mother's full name in a circle and the father's full name in a triangle.

  Note: Nuclear families are no longer the norm.
- Draw connecting lines from the parents' names to your student's name.
- List your student's siblings to the left and the right of his name. Use connecting lines to join the names.
- Follow this basic process for the entire family. Remember to include stepparents, grandparents, aunts, uncles, and cousins, as well as nieces and nephews. If there are other people incorporated in your student's family who are not actually related, include them in the poster also.
- When the family tree poster is completed, you may wish to take it to be printed or laminated.
- In the process of doing this activity with your student, you may also want to ask him to tell you the names, nicknames, or ages of family members or one interesting thing about each person included in the poster.



PEOPLE I ADMIRE

Goals:

To identify the characteristics or qualities that make certain people special to your student, the contributions they have made, and the hurdles they have overcome.

To help your student identify personally with the people she admires in order to build self-esteem and an understanding of what it takes to realize one's dreams.

Materials:

A list of several people whom your student admires (sports figures, local personalities, a teacher, etc.). You may choose to identify two people: a famous individual who is no longer living and a person who is alive and who lives locally. Try to target individuals who share your student's heritage and who aren't famous.

What to do:

- Get to know the selected person:
  - ✓ Go to the library and take out biographies on the selected person.
  - ✓ Rent and watch movies about the person.
  - ✓ Visit the home of the person, if possible.
  - ✓ Interview people who know (or knew) the person; find out what she was like as a child, as a student, etc.
- Discussion: Help your student articulate why she admires the selected person. Identify obstacles the person has overcome and ways in which they were overcome. Identify any positive similarities between the person and your student.
- Create a scrapbook about the person.
- If the person is local:
  - ✓ Prepare questions together and interview the person. Take pictures or possibly tape-record or videotape the interview.
  - ✓ Arrange to job shadow the person for a day.

Follow-up:

- If you study several people, compare their lives; find similarities and differences.
- Invite the person to speak to a class at school.
- Find out if there is a fan club for this person. If so, write for information.
- Look for newspaper/magazine articles or TV/radio news coverage about the person. Include them in the scrapbook.
- As the result of the interviewing and research experience, discuss journalism as a career.
- Identify the characteristics and skills your student has in common with the people she admires.

HOW I FEEL ABOUT IMPORTANT PEOPLE IN MY LIFE

Goal:

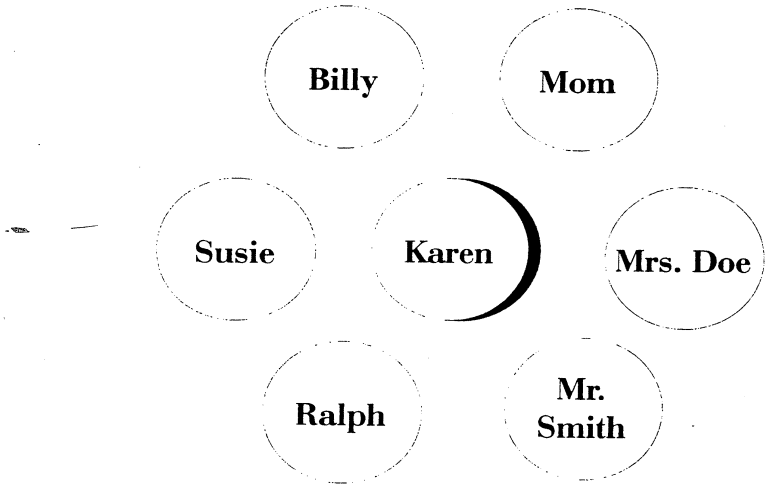
To help you and your student understand the types of relationships your student has and why these relationships and the people in them are important to him.

Materials:

Pen or pencil and writing paper, or you may choose to do this activity as a discussion.

What to do:

- Start by drawing a quarter-sized circle in the middle of a sheet of paper. Write your student's name in the circle.
- Next, ask your student to tell you the names of people with whom he has close relationships. These people may include family members, such as parents or siblings; close friends, such as classmates; neighbors; as well as others. Your student may have as few as one or two relationships he considers really close, or he may be able to list up to five or six. The number does not matter.
- As your student thinks about people he is close to, have him write each of their names in a circle surrounding the center circle with his name in it.
- Next to each name, have your student write a brief description of what makes the relationship special.
- If your student has difficulty doing this task, you can assist by asking him to think about the things he does with each person and how each person make him feel.
- When completed, read over the descriptions with your student to become familiar with the important people in his life.



SOURCE: Gussin, Gilda and Ann Buxbaum, Self-Discovery, Developing Skills. Boston: Learning for Life, 1984.

YOUR BEST EFFORT

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
		Think of something you do every day. With a little effort, how can you make it better?				
	Reminder: Let your student experience success, no matter how small.					
					Goals put us in our dreams.	
	Teach your student that failure can be turned into success by trying again.		**Model your own** healthy self-esteem.			

"Children need models more than they need critics."

–Joseph Joubert

SETTING GOALS & CHARTING PROGRESS

Goals:

To teach the skill of goal-setting.

To teach your student to be goal oriented.

To teach your student to reach goals successfully.

Materials:

Pen or pencil, paper, the "All About Me" journal.

Introduction:

Most mentoring programs have a particular focus or goal, such as literacy or career development, but a mentor and student typically have a good deal of latitude in planning activities and setting goals in addition to the prescribed ones.

By setting and achieving goals students will see their own potential and understand the role behavior plays in fulfilling that potential. Knowing what they want and believing they can achieve those things are skills they can use for the rest of their lives.

In teaching your student to set goals, be sure to involve her 100%.

- Consider interests, abilities, and values that you identified together through the "Getting to Know You" and "All About Me" activities.
- Develop goals that are realistic and attainable, especially to your student.
- Develop goals that enable you both to readily identify progress.

And most importantly:

- Begin with short-term goals that are easily achieved and progress toward more difficult, long-range goals as your mentoring relationship develops.

Short-Range Goals:

➢ Things to work on over a short period of time—a day, a week, a month.

Examples: Studying spelling words each evening for 10 minutes for one week, jogging every Sunday and increasing the distance each time.

Long-Range Goals:

➢ Things to work on over a longer period of time—a few months, a year, a few years, or even a lifetime.

Examples: Raising grades from one semester to another, earning and saving money, reading a number of books, staying in school, graduating from high school, getting into college, becoming a nurse, or owning your own business.

What to do:

➢ Complete the following worksheets with your student.

Short-Term Goals

SHORT-TERM GOALS WORKSHEET

What is my goal? _____

How will I achieve this goal? _____

How will I know that I am making progress toward this goal? _____

LONG-TERM GOALS WORKSHEET

By next month I'd like to _____

_____

I would like to finish _____

_____

At the end of the school year, I would like to be _____

_____

I'd like to have enough money to _____

_____

Someday I would like to go to _____

_____

I hope that my mentor and I _____

_____

Next summer, I want to _____

_____

I would like to get a job as _____

_____

I hope to graduate from _____

After I graduate, I plan to _____

What to do: (continued)

- Choose an area in which your student would like to set goals (physical fitness, academics, friendships, etc.) and chart progress toward those goals. Set realistic goals. Provide the encouragement and support to help your student achieve the goals.

  For example:

  - ✓ Select a sport or other physical activity in which your student is interested (soccer, track, weight lifting, swimming, etc.)
  - ✓ Participate in the activity with your student on a regular basis. Develop a chart showing progress made in the sport. For example, if your student chooses track, record the distance and time for each run. See "Learning a Sport" in the *Can Do!* section.

- Record school attendance. Establish a reward system for attendance over a specified period of time.

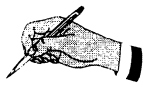
- Record grades and test scores by subject. Recognize progress.

Follow-up:

- Document in your student's journal:
  - ✓ New vocabulary words learned
  - ✓ Occupations exposed to while participating in activities together
  - ✓ Books read
  - ✓ Things done to help other people
  - ✓ Places you have been and activities you have participated in together
- Add to the list of accomplishments as new ones are achieved.
- Review and rejoice in past accomplishments and lessons learned in achieving them.
- Complete the goal worksheets again after a few months. Have your student's goals changed over time? If yes, help her adjust plans for making progress accordingly.

SOURCE: Gussin, Gilda and Ann Buxbaum. Self-Discovery, Developing Skills. Boston: Learning for Life, 1984.
Life Planning Education. Washington, DC: Center for Population Options, 1985.

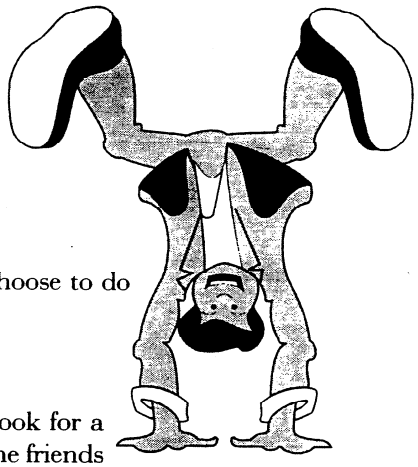
We All Need Friends

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
					 **Write** a want-ad for the perfect friend.	
	 **SMILE!** It takes 72 muscles to frown, only 14 to smile.					
				 **Bee friendly & helpful** If you would *have* friends, *be* a friend.		
		 **Call people** by name; it's sweet music to their ears.			 **Have lunch** at school with your student and his/her best friend.	
				 **Share** something a friend gave you.		

"It takes two to speak the truth—
one to speak and another to hear."

–Thoreau

QUALITIES I LIKE IN A FRIEND



Goal:

To help your student identify and understand the types of traits he values in a companion so he can be a better friend and have more enjoyable friendships.

Materials:

Pen or pencil and writing paper, or you may choose to do this activity as a discussion.

What to do:

- Explain to your student that different people look for a variety of different traits and characteristics in the friends they choose. Ask him to pick a friend or someone he would like to have as a friend and list the qualities that are appealing about this person.
- You may help him by asking, "Do you like someone who:
  - has the same interests?"
  - listens?"
  - is good looking?"
  - gets along with your family?"
  - expresses opinions?"
  - shares feelings?"
  - is smart?"
  - tells you what to do?"
  - likes to sit around and just talk?"
  - is sure of himself/herself?"
  - is a little bit quiet and shy?"
  - has lots of money?"
  - cares about the world?"
  - spends a lot of time with you?"
  - does what you tell him?"
  - is tough?"
  - has a sense of humor?"
  - is popular?"
  - does well in school?"
  - is involved in church?"
  - is good at sports?"
- When completed, read the list with your student and discuss why he enjoys these particular qualities in a friend.
- Ask him if he possesses these qualities. Discuss ways he can develop the qualities he values but does not already posses.
- If your student described someone who is not already a friend, discuss ways of forming such a friendship.

SOURCE: Gussin, Gilda and Ann Buxbaum, Self-Discovery, Developing Skills. Boston: Learning for Life, 1984.

PEER PRESSURE

Goal:

To identify peer pressures your student encounters and to assist her in developing strategies to resist such pressures.

Materials:

Pen or pencil and your student's journal or log.

What to do:

- Introduce the concept of peer pressure, both negative and positive. Start by telling your student that we have all encountered times when people—friends or peers—tried to persuade us to do things we were not comfortable doing. Explain that sometimes resisting pressure from friends and peers is difficult. Emphasize that developing positive ways to deal with peer pressure can make resisting it a little easier.
- Identify a peer-pressure situation in your student's recent past. Create a log by dividing the page into the following five sections:
  - Section 1 – Who pressured you?
  - Section 2 – What activity/behavior were you being pressured to do?
  - Section 3 – What arguments did the person(s) pressuring you use?
  - Section 4 – How did you respond? If you tried to resist, what did you say or do?
  - Section 5 – What might you say or do in the future to resist peer pressure?
- Ask your student to fill in the first four sections of the log as she experiences peer pressure in the future, or complete the log together each time you meet.
- When you meet, discuss how your student handled each peer-pressure situation. Help her generate positive ways of dealing with similar peer pressure in the future and record the suggestions in her log.
- Praise him when she resists the pressure of friends and peers and encourage him when he succumbs to peer pressure.

Follow-up:

- Help your student identify her friends who are positive; that is, those who support her in doing what is healthy and right.
- Practice refusal skills with your student. Role play a situation in which she is being pressured to do something; for example, using alcohol, or getting into a car when the driver is drunk. Take turns playing each role so she can see you modeling good refusal skills.

BE A PEN PAL

Goal:

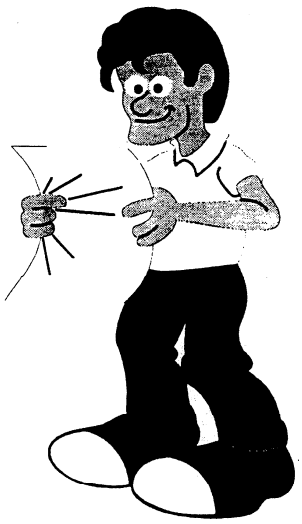
To improve writing skills, foster creativity, and teach the value of letter writing.

What to do:

- Discuss with our student the idea of writing letters. Present the idea in a positive, fun way, describing the benefits from such a project (for example, letter writing leads to receiving mail, maintains friendships, and may lead to travel or job opportunities)
- Select one or more writing projects:
  - Write to a former teacher or classmate.
  - Write letters to the editor of a local newspaper.
  - Write to a cousin or relative in another community. Write to an old friend or a new one.
  - Write "thank you" notes.
- Be persistent. For example, you could set and follow a pattern of writing one letter a month together.

Follow-up:

- Look for books in the library that are collections of letters written by famous people. Select a book to read and explore letter writing as a vehicle for recording history.
- Collect letters sent to your student in the journal or scrapbook.

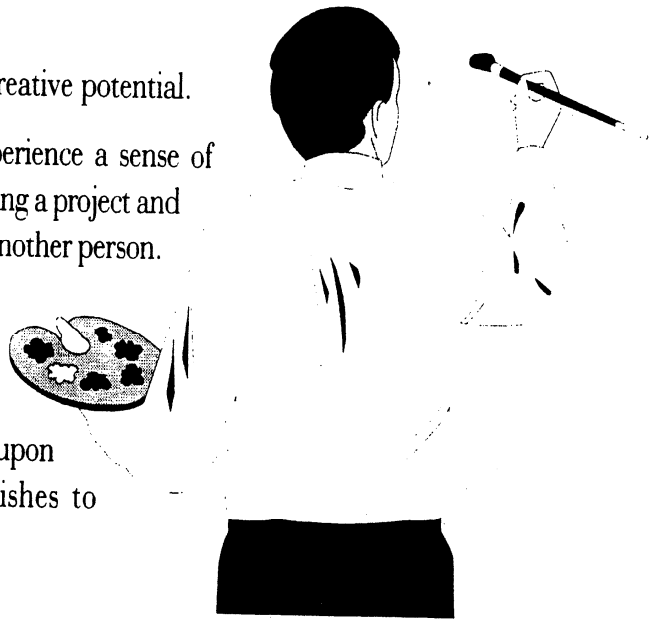


MAKE A HANDMADE GIFT

Goals:

To foster your student's creative potential.

To help your student experience a sense of satisfaction by accomplishing a project and doing something nice for another person.



Materials:

Materials needed to complete this activity depend upon the gift your student wishes to make.

What to do:

- Help your student think of some possible gift ideas. Gift suggestions may include painting a picture, writing a song, sewing a decorative pillow, or baking cookies. For your student to achieve pride in the work, *it is important that the student chooses the gift idea and does the majority of the labor.* Your role as mentor is to help provide the materials and provide the encouragement necessary to ensure the completion of the project.
- The gift could be given to a significant person in your student's life on a special occasion or holiday, or just as an expression of affection.
- The project you choose could be a long-term one and include learning a new skill together, such as quilting, knitting, or carpentry.

FEELINGS

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
				 **Share** a happy or sad moment in your life.		
	Discuss your feelings when someone cuts in line ahead of you.					
			 **Reminder** Volunteers have big hearts. Thanks for all you do!			
					Get a wordless picture book from the Media Center and discuss expressions of feelings.	

"Dreamers are the architects of greatness."

–Herbert Kaufman

"I FEEL GOOD" COLLAGE

Goal:

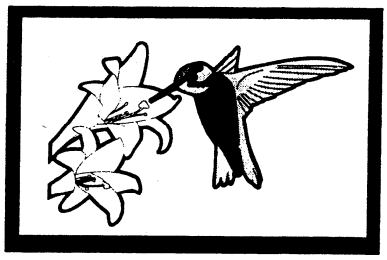
To help your student identify and express his interests and feelings.

Materials:

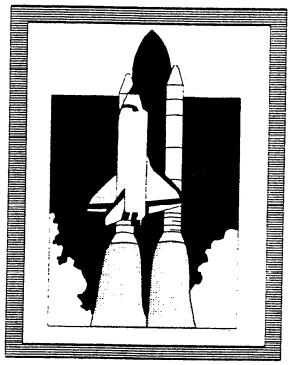
Markers and posterboard or large paper.

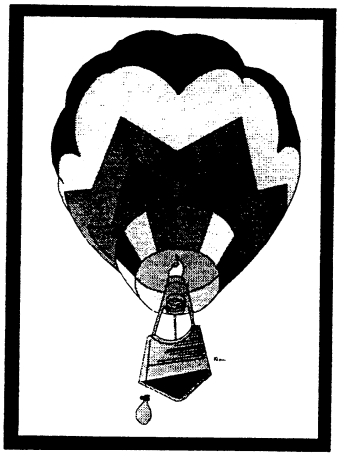
What to do:

- Using large posterboard or paper, paste pictures cut from magazines or souvenirs from activities that make your student feel good. Include words from magazines, personal drawings, or photographs that express how he feels when he feels good.
- This activity may be done in one sitting, or it may be worked on over time as your student learns more about his interests, feelings, and accomplishments.

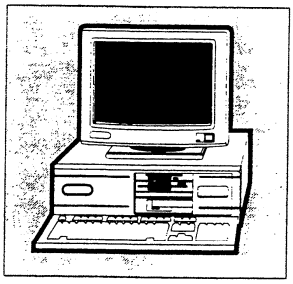












COPING WITH ANGER

Complete the following sentences:

I become angry when _____

_____

_____

When I become angry, I _____

_____

_____

When someone becomes angry with me, I _____

_____

_____

I reduce my angry feelings by _____

_____

_____

I find it easiest to become angry at _____

_____

_____

A time I was very angry was when _____

_____

_____

If people knew how much anger I had in me _____

_____

_____

If my anger could speak, it would say _____

_____

_____

IDENTIFYING FEELINGS

People often live in fear of their feelings. By exploring what various feelings mean to you, you'll begin to view feelings as a part of you, to be listened to and not to be feared. Allow feelings to be a part of you, an integral part that gives you clues and signals—a friendly part of you, not an enemy.

The first step in allowing your feelings to work for you is to begin to identify the feelings you experience in the course of a day. At the end of your day, note on the check list below the feelings you experienced. After a few days of doing this, you will find yourself much more adept at being able to identify specific feelings.

FEELINGS	MON	TUE	WED	THU	FRI	SAT	SUN
anger							
sadness							
guilt							
loneliness							
embarrassment							
happiness							
fear							
anxiety							
disappointment							
hatred							
frustration							
disgust							
love							
compassion							
confidence							
jealousy/envy							
affection							
excitement							

Identifying Feelings Part 2

IDENTIFYING FEELINGS
PAGE 2

FEELINGS	MON	TUE	WED	THU	FRI	SAT	SUN
boredom							
confusion							
numbness							
humiliation							
calmness							
security							
insecurity							
foolish							
playful							
shy							
remorseful							
ashamed							
nostalgic							
worry							
desperation							
resentment							

After a few days of working the above exercise, you will begin to recognize the specific emotions as you experience them. This exercise is designed to work on the specific feelings that you are least able to identify. For instance, if you are working on identifying anger, stop yourself three times a day and ask, "Today, up until this moment, I was angry at _____

_____."

If you are working on identifying fear, you would stop yourself three times a day and ask, "Today, up until this moment, I was afraid of (or when... or that...) _____

_____."

COPING STRATEGIES FOR STRESS

- Communicate with friends and family members. Try to be open with your feelings.
- Seek professional help if you feel overwhelmed or in trouble.
- Discover and practice constructive activities that allow you to relieve energy and frustration.
- Be involved in activities that you enjoy.
- Keep reminding yourself that problems are temporary.
- Don't use drugs or alcohol and don't smoke.
- Don't put up with any form of abuse from anyone. Get help immediately.
- Don't withdraw. Spend time with your friends.
- Be very critical concerning media consumption—books, magazines, TV, and movies.
- Regularly remind yourself of your strengths and abilities.
- Have fun on a regular basis. Plan things you look forward to.
- Make sure your personal goals are realistic.
- Eat a well-balanced diet.
- Make sure you get regular athletic activity.
- Learn to laugh at life and yourself.
- Get enough sleep and avoid late nights out.
- Admit that certain things are out of your control (physical appearance and some events) and make the best of them.
- Clearly identify specific sources of stress in your life and attempt to identify a potential solution for reducing that stress.
- Get involved in clubs and organizations.
- Do volunteer work.
- Listen to relaxing music.
- Go to events with family and friends.
- Be organized.
- On a regular basis, spend some time alone to think and plan.
- Avoid negative daydreaming.
- Remind yourself that most problems are universal and that other people are going through the same thing.
- Pursue a hobby or craft that you enjoy and join others who enjoy the same activities.
- Join the yearbook staff at school.
- Join an athletic team (varsity or intramural).
- Use your time wisely.

INDIVIDUALITY

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
		 **Bee Assured** You make a difference in another's life				
			 **Reminder:** Model healthy behavior.			
	 **Look at flowers** and discuss uniformity & individuality. Value cultural diversity.					

"As I learn from you, I guess you learn from me."

–Langston Hughes

IDENTIFYING POSITIVE QUALITIES, ACCOMPLISHMENTS AND SKILLS

Goal:

To assist your student to identify and appreciate her strengths and personal skills.

Materials:

Pen or pencil and paper, or you may choose to do this activity as a discussion.

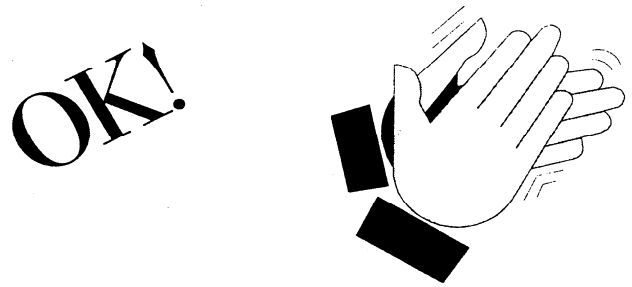
What to do:

- Ask your student to write three qualities she likes about herself.
- Ask her to write three things she has accomplished that were hard for her to do. For example, your student may say she get a "B" in an English class or went an entire week without arguing with a sibling. Identify the skills your student has that enabled her to achieve these accomplishments. For example, she may have exhibited patience and self-control by going an entire week without a quarrel.
- Have your student list three things she does that she feels good about. Examples may include playing guitar, working part time after school, or training a pet to do tricks.
- Help your student identify specific ways she can build upon these strengths or additional things she might be good at doing as a result of these skills.
- Review the list with your student and discuss how her qualities and achievements may serve as assets in the future. Identify career choices that may be applicable to the qualities and achievements of your student.

  Note: When reviewing your student's written work, correct only the glaring grammatical and spelling errors unless this is the primary purpose of the exercise. Focus instead on the learning behind the activity.

Follow-up:

- Have your student list one or two adults who like her. Ask her to get from these adults a list of the qualities they like about her. Discuss and compare the lists to your student's own list.
- Develop and share lists of things you and your student like about each another. Do this on a regular basis, for example, at times of celebration.



FUN WITH MY NAME

Goal:

To help your student feel good about his name.

Materials:

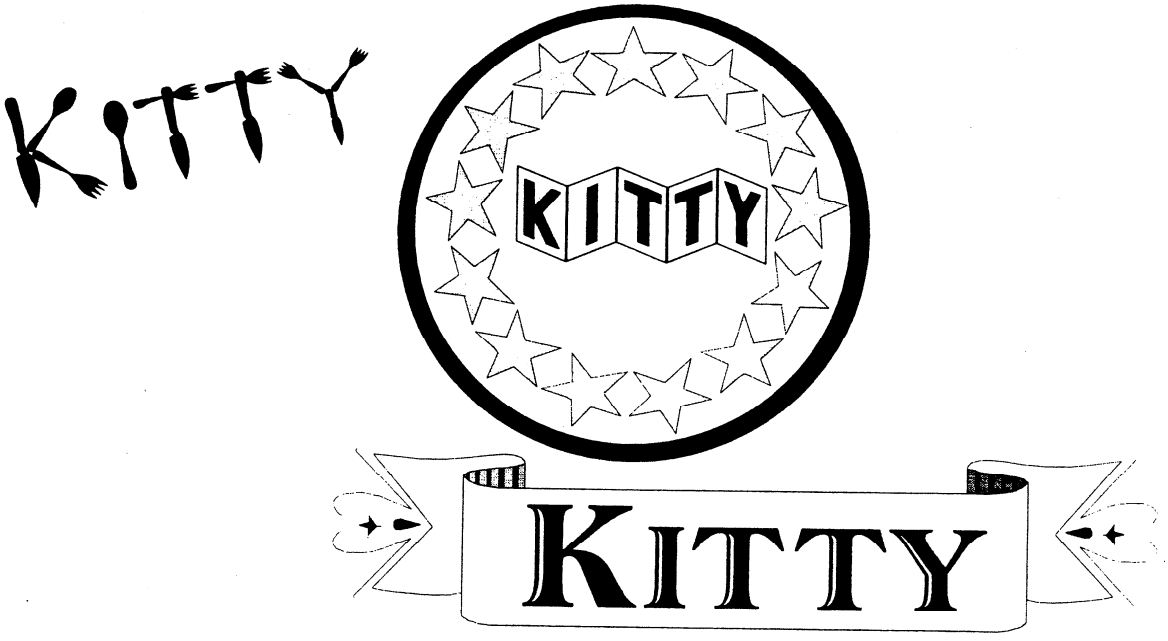
Materials needed for this activity will be determined by the exact project you and your student plan to do.

What to do:

- The key to this activity is to be creative in designing ways to express names. For example, you and your student could make carvings of your names from styrofoam or wood. The two of you could make posters of your names by writing them in a variety of styles, sizes, and colors on poster board or large paper. You could also design lapel pins, using the letters from dried alphabet soup to write your names across the pins.

Follow-up:

- Explore the origin of your student's name:
  - Was he named for someone? Why? Were there characteristics of that person the family admired?
  - What characteristics does your student share with his namesake? How is he different?
  - What is the ethnic or cultural background of the name?
  - If your student uses a nickname, where did it originate?



SING A SONG OF SELF-ESTEEM



Goal:

To help your student achieve a positive self-image through a medium popular with adolescents—music.

Materials:

Album, cassette tape, or CD with one or more of the suggested songs, record or tape player, and lyric sheet(s) of the song(s) you select.

What to do:

- Listen to one or more of the following songs with your student:
  - ✓ "Greatest Love of All"– George Benson
  - ✓ "Respect Yourself" – Staple Singers
  - ✓ "We Are the World" – USA For Africa
  - ✓ "I'm Special" – Pat Benatar
  - ✓ "Reach Out and Touch" – Diana Ross

  Include other titles and artists of interest to your student.
- Ask your student to read aloud the verses of the song(s) from the lyric sheet(s). Talk to her about what the lyrics of the song(s) mean to her.

Follow-up:

- Assist your student in writing a song or a rap about her own positive feelings.

LOOKING AT MYSELF

Six Steps For Building Your Self-Esteem

STEP 1. Think of yourself as beautiful and talented just the way you are. You have your own unique qualities that make you your own person. What are your strengths? List five of your best.

1 _____ 2 _____

3 _____ 4 _____

5 _____

STEP 2. Be responsible for your own decisions and choices. Don't be just a follower; try to make independent decisions. List three decisions you need to make.

1 _____ 2 _____

3 _____

STEP 3. Recognize mistakes as stepping-stones to success. No one is perfect. Don't let a defeat or a mistake cause you to lose faith in yourself. Learn from your mistakes. List a mistake that helped you. _____

STEP 4. Feeling good about yourself spills over to others. The people you like are probably friendly and fun to be around. Show friends that you really have an interest in them. List three things you can do to show people you care about them.

1 _____ 2 _____

3 _____

STEP 5. Use your brains and don't "play stupid." You will feel better about yourself if you think things through. You have a powerful brain. Give it a chance to work. Make a list of three things you want most to learn or improve upon.

1 _____ 2 _____

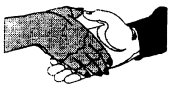
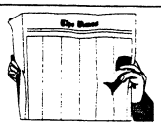
3 _____

STEP 6. Get involved in activities in which you can have success. Join a club or seek friends whom you like who are doing something that will make you a better person. List leisure activities that you want to do to improve yourself.

1 _____ 2 _____

3 _____

skills for learning

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
		 **Model** courtesy, character, and a commitment to learning.				
					 **Encourage** your student to share with you what is being read in class.	
	 **Ensure** your student completes class assignments.					
			Share with your student the many ways you use your reading skills at work.		 **Read** the newspaper every time you are together.	

"A friend is a person with whom I may be sincere.
Before him I may think aloud."

–Emerson

READING FOR MEANING

Goals:

To read books for both enjoyment and meaning.

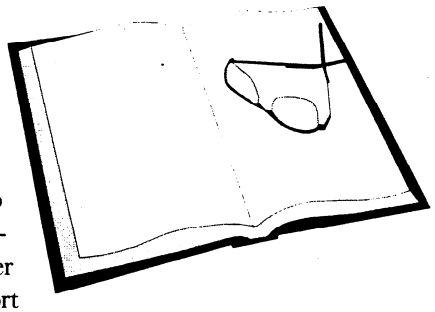
To see reading as both fun and functional.

To help foster a lifelong love for reading.

Materials:

Reading materials that are of interest to, and the appropriate level for your student.

What to do:



- Go with your student to his school or community library and select books of interest to her.

  Remember that her intensity of interest in the topic of a book can be a motivating factor to read. Therefore, select books that relate to activities, interests, and experiences you discover through mentoring. Include readings from short story and poetry collections. Your student can get through these shorter selections more quickly and with the same sense of accomplishment as with novels and full-length books.

- Choose selections that correlate to the reading level as well as the maturity level of your student. Consult the librarian to help you find the appropriate reading level.

- Read together each time you meet.

  The two of you can alternate reading pages. Giving your student the opportunity to first read the material silently will improve her ability to read aloud. Your student should never feel that she is being tested.

- Help your student see the connection between the content of the reading and her own life, emotions, and experiences.

- Comprehension strategies include questions such as:
  - ✓ Who were the characters in this story?
  - ✓ Which character did you like best? Why?
  - ✓ Did any of the characters remind you of people you know? How?
  - ✓ Which character is most like you? In what ways?
  - ✓ Was there a character you did not like? Why?
  - ✓ What is the main problem faced by the character(s) in this book? How are these problems solved?

What to do : (continued)

- ✓ Have you or a person you know ever had a similar problem? How was that problem solved?
- ✓ Did you like this book? Why (or why not)?

➢ Comprehension strategies also include approaches, such as having your student:

- ✓ retell the story in her own words.
- ✓ place in order the sequence of events.
- ✓ think of other alternative appropriate titles.
- ✓ reread her favorite part.

Follow-up:

- ➢ Read other books on a similar topic. Does your student's school encourage outside reading through a special program?
- ➢ Draw a picture of the story or of your student's favorite character.
- ➢ Plan activities that relate to the content of the book.
- ➢ Suggest the student read the book to others—younger siblings, grandparents.
- ➢ View a video of the book and discuss the difference between the two media.

WRITING AND READING STORIES

Goals:

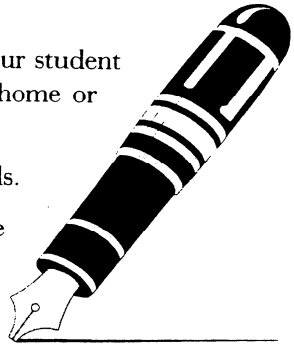
To create and read stories together.

To help your student see the connection between reading and writing.

Materials:

Pen or pencils and paper or your student's journal.

What to do:



- Create a story about an event, an experience you and your student shared or something that happened to him recently at home or school.
- Have him dictate to you, telling the story in his own words.
- Write down exactly what he says, exactly as it is said. The goal is to make clear the relationship of your student's spoken language to the written language on the page. Accept what your student says and the manner in which it is communicated.
- Continue taking dictation from your student until it appears that there isn't much else to add. Be sure to write as legibly as possible, so he can read the story back to you. It might be fun to type as he dictates or to use a word processor or computer, which may be faster.
- Read the story back. Then have your student read the story to you. He should be better able to read this story because it comes from his own experience and language.

Follow-up:

- Tape record your student's reading of the story.
- Give the story a title.
- Go to the library and find books that are related to the topic of the story. Identify new vocabulary words.
- Save the stories to create your student's own "book."



HAVE SOME FUN

Goal:

To link reading and language arts with activities that are fun.

What to do:

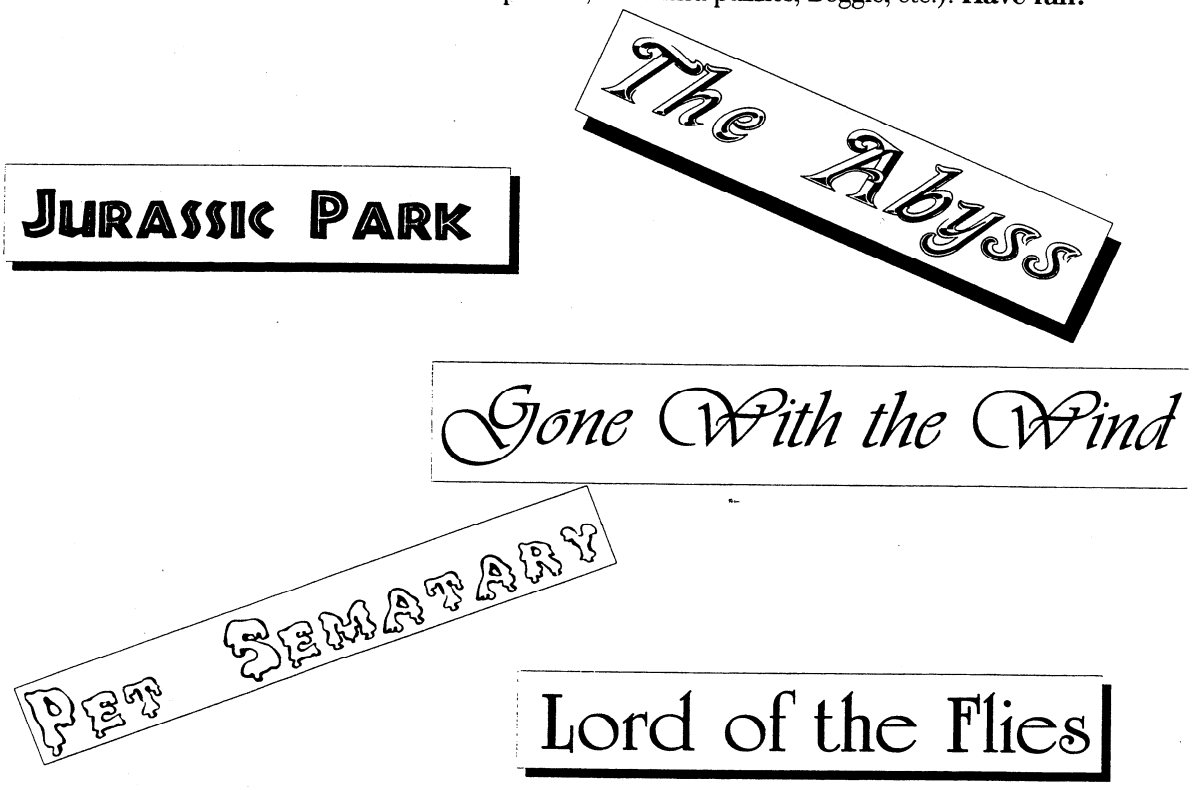
Work together on the following two sub-activities:

#1 – Books turned into movies

- Identify a movie of interest that was originally a book.
- Either read the book together or attend the movie and then read the book.
- Once you have seen the movie and read the book, compare them. Ask your student:
  - ✓ Was the movie "true" to the author's original intent?
  - ✓ How were the movie and the book different?
  - ✓ Why did the filmmaker choose to change the movie?

#2 – Playing Scrabble

- Spend an afternoon playing games together. Choose games, such as Scrabble, that involve reading and language arts (for example, hangman, crossword puzzles, word find puzzles, Boggle, etc.). **Have fun!**



BUILDING VOCABULARY

Goal:

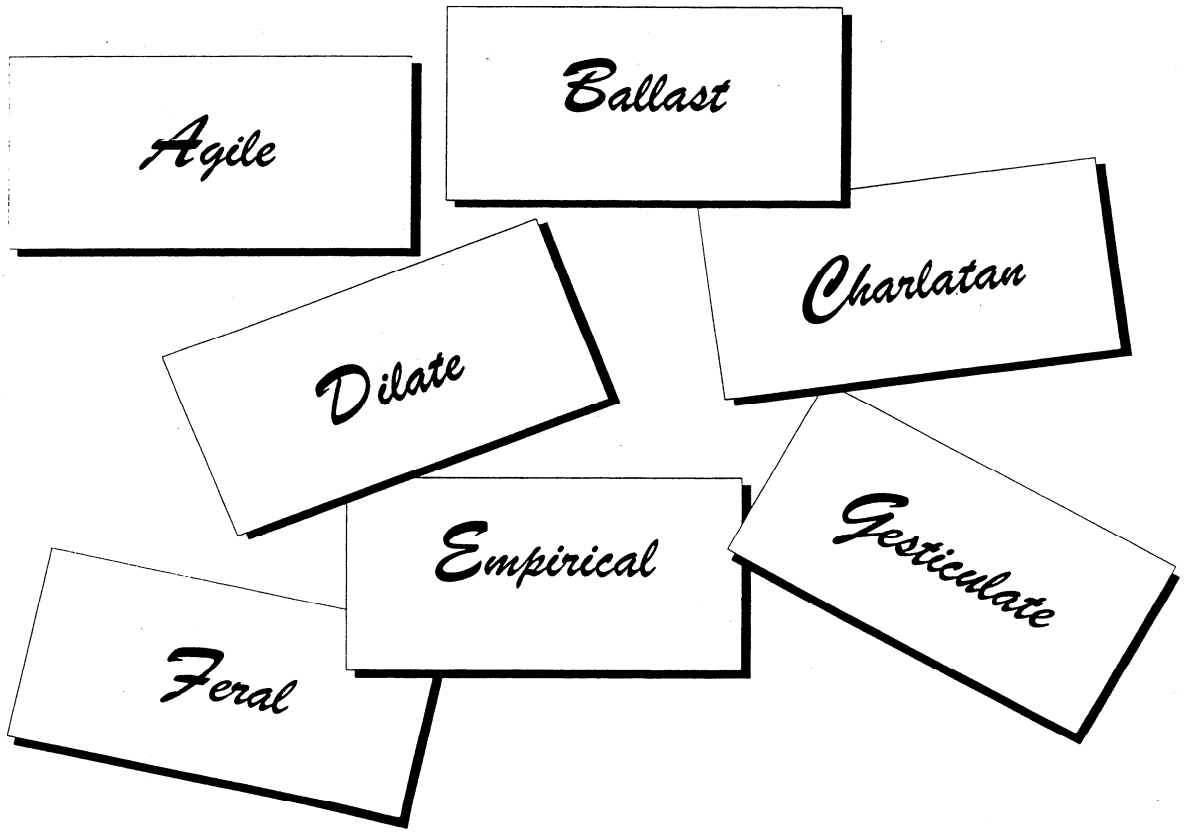
To increase your student's oral and written vocabulary.

Materials:

Index cards, your student's journal, or just paper and pen.

What to do:

- Whenever you are together (going places, participating in activities, working on homework, etc.) identify new vocabulary words. It's a nice idea to begin a word list or card catalog.
- Periodically review the new words you have added. Be sure not to drill your student on these words. To review without drilling, have your student organize the words according to a certain category (careers, good times) or by parts of speech: noun, verb, adverb, or adjective.



READING THE SUNDAY PAPER

Goal:

To become accustomed to and to enjoy reading the newspaper.

Materials:

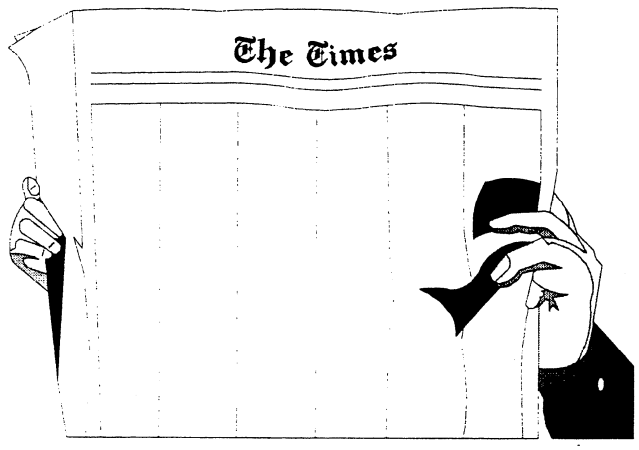
The Sunday newspaper

What to do:

- In many mentoring programs, the mentor and student spend time together on Sunday afternoons. You and your student could begin this time together by reading sections of the newspaper. Your student might like a certain comic strip, or sports, business, or style section.
- If you are discussing careers and employment opportunities, read the employment section.

Follow-up:

- Create your own comic strip.
- Write an article about a professional sports activity.
- Write a letter to the editor on a topic about which your student feels strongly.
- Compare a news story you saw on television with a newspaper article on the same story.
- Discuss careers related to the newspaper industry. Visit a newspaper printing plant with your student and a group of mentoring pairs from your mentoring program.



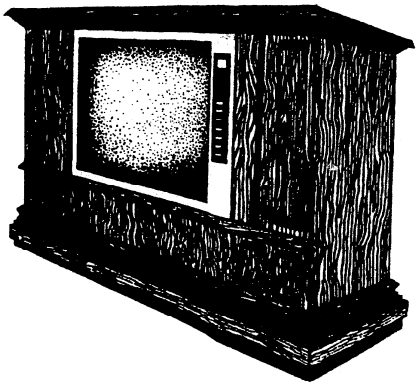
Attitudes & Choices

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
						 **Go bowling!** Keep score.
	 **You're stranded!** What do you need to survive? to enjoy your new life?				 **Reminder:** Each time you're together, share the good things that have happened.	
				 **Plant** some seed in a plastic cup.		
		 **Bee Observant** Identify and acknowledge your student's strengths.			**Visit** a museum: Gamble Place or the Pioneer Art Settlement	

"It may be those who *do* most, dream most."

–Stephen Leacock

WHAT IS TELEVISION TELLING ME?



Goals:

To encourage positive role identification.

To help your student become aware of the negative stereotypes frequently depicted by the media.

Materials:

Pen or pencil, writing paper, television.

What to do:

- Watch television with your student and begin to identify the various types of characters, personality traits, and occupations that are depicted in both the shows and the commercials.
- Make a list of television characters your student admires. Discuss with him what it is about these characters' personalities and behavior that impresses him.
- Discuss stereotyping and make a list of groups that are depicted in stereotypical ways by the media. Discuss the various characteristics assigned to these groups and ask your student to consider the accuracy of these stereotypes.

Follow-up:

- Help your student write a revised script for a commercial or show.
- Share stereotypes each of you have. Discuss their origins and the negative impact of these stereotypes.





VALUES THAT ARE IMPORTANT TO ME

Goal:

To help you and your student understand the roles of values and the types of values your student feels are important.

Materials:

- The following list of values, pen or pencil, paper, or you may choose to do this activity as a discussion.

What to do:

- Explain to your student that the decisions we make and the actions we take are based on our personal values. We learn many of our values from significant people in our lives. With your student, read the list of values below:
  - ✓ Doing my best in school
  - ✓ Not going along with the crowd
  - ✓ Friendships
  - ✓ Respecting other individuals
  - ✓ Religion
  - ✓ Honesty in myself and others
  - ✓ Being able to like myself and believe in myself
  - ✓ Being independent and responsible for my actions
  - ✓ Getting along with and respecting my parents
  - ✓ Being knowledgeable about the world in which I live
  - ✓ Loyalty to my family and friends
  - ✓ Having enough money to support my family some day
  - ✓ Staying in school and getting a good education
  - ✓ Having a healthy body
  - ✓ Helping others
  - ✓ Staying drug-free
  - ✓ Others...
- Ask your student to select about five of these values that she believes are important. Ask her to add other values to the list. Talk about why these values are important to her and how to live by them.
- Throughout your time with your student, continue to describe the relationships between actions/behavior and values, using specific examples as they occur. Focus especially on your positive values. For example, staying in school, graduating, and going on to college are all actions that will increase the likelihood she will have enough money to support her family in the future.

SOURCE: Gray, Mattie Evans, Images. Sacramento: California State Department of Education, 1988.

PHYSICAL FITNESS

Goal:

To help your student become aware of behaviors that improve general physical health.

Materials:

Pen or pencil and writing paper, or you may choose to do this activity as a discussion.

What to do:



- Talk to your student about physical fitness. Discuss the benefits of good physical health, for example, looking and feeling more attractive, longer life expectancy, and a more positive mental attitude.
- Explain that in addition to exercise, most of us can improve our general health by changing some of our daily habits, such as walking up a flight of stairs rather than taking the elevator, and eating fresh fruit as a snack instead of potato chips.
- Develop a list of potentially harmful habits or behaviors that the two of you can change, such as smoking cigarettes or eating fatty foods. Think of alternate behaviors that promote good health.
- Refer to "Setting Goals and Charting Progress" in the *Your Best Effort* section. This activity can assist you in planning for and tracking changes in physical fitness habits, such as participating in a sport or eating healthier snacks. See also "Learning a Sport" in the *Can Do!* section.

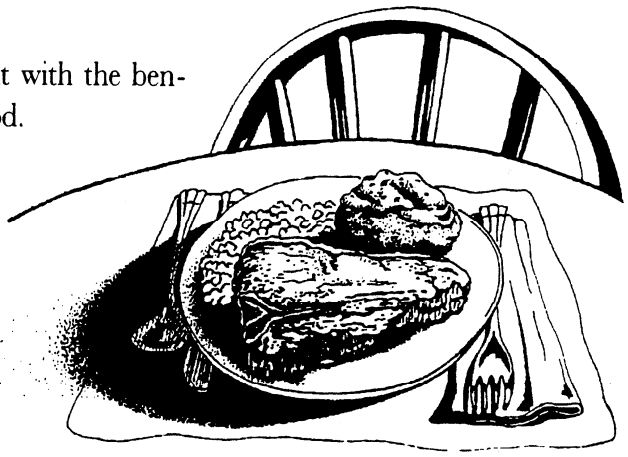


EATING FOR HEALTH

Goals:

To familiarize your student with the benefits of eating nutritious food.

To help your student make wise food choices.



Materials:

Ingredients of the meal you and your student decide to make and your student's journal or log.

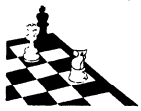
What to do:

- Plan and prepare a nutritious meal together. Ethnic meals are often nutritious and less intimidating than "health food."
- Explain the benefits of eating nutritious foods, including increased energy level, a healthier appearance and weight control. Explain that with a little creativity, healthful foods do not have to be boring and can taste good, too!
- Purchase the ingredients for the meal at a grocery store. While at the market, look for free pamphlets on nutrition prepared by the Customer Affairs department.
- Help your student to read and understand the nutrition information provided on the labels and boxes. Compare the sodium, cholesterol, fat, and sugar contents of the ingredients you are buying with other foods. Some markets use special shelf labels to indicate foods low in sodium, cholesterol, fat, etc.
- Prepare the meal with your student. Be sure to include him in as much of the preparation as possible. While eating, talk with him about how the cost of the meal the two of you prepared compares to the cost of "junk food."

Follow-up:

- Collect recipes and make a cookbook of healthful meals and snacks.
- Visit a health food store and sample some foods.

CAN DO!

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
			 **Be on time** Punctuality is a desired characteristic.			
		Reminder:  Keep attuned to new interests and skills that may be developing.		**Play**  a board game or hangman.		
	 **Short-term goals** reinforce and motivate. Select a goal together. Encourage your student's progress.					
		Inquire  about your student's progress in subjects you know are difficult. Identify progress & accomplishments.				
				 **Model** healthy behavior. Remember, actions can speak louder than words.		

"Nothing can be changed which is not faced."

–James Baldwin

TIME MANAGEMENT

Goal:

To help your student prioritize activities and use time wisely.

Materials:

Pen or pencil, wall or desk calendar with lots of space for writing under each day.

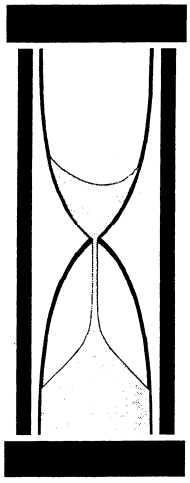
Introduction:

Time is as much an issue with young people as it is with adults: too much time on our hands, not enough time to complete the things we want to do, how to make the most of the time we have, balancing leisure with productive time, etc.

Time management skills can help your student accomplish daily tasks, such as homework and chores, and balance these commitments with having time for fun and relaxation.

What to do:

- Explain the benefits of time management to your student, for example, better grades, more sleep, and less guilt.
- Fill one week or month of the calendar with hours that are already set aside for required activities, such as school, meals, part-time job, sleeping, and travel time. Fill in tasks that have to be done (doing homework, showering, cleaning room, babysitting, etc.) in the remaining spaces. Include engagements and fun activities already planned.



Hints for time management:

- ✓ Break large projects into small, manageable tasks. Such projects could include studying for a test or cleaning the house.
- ✓ Plan to do the most difficult or onerous items first when your student has the most energy.
- ✓ Don't make the schedule so rigid and full that it is doomed.
- ✓ Be aware of crunch times (testing or reporting periods) and plan accordingly.
- ✓ Prioritize the activities if there is not enough time in the day to complete all of them. Lower priority tasks can be done throughout the day or week.
- ✓ As each task is completed, cross it off the schedule to give your student a visual reminder of how much she has accomplished.

Follow-up:

- As new priorities develop, help your student fit them into her calendar.
- Provide encouragement and identify improvements. Celebrate accomplishments.

TIME MANAGEMENT
PAGE 2



EVERYDAY MENTORING:

Teach your student to use her calendar every day. When planning activities together, encourage her to use the calendar to identify good meeting times. Think of other ways she can use her calendar, for example, when looking forward to planned events like the start of a holiday.

HELPING WITH HOMEWORK

Goal:

To teach your student homework skills.



Materials:

- Your student's homework assignments, books, supplies, a quiet place to work, enough time to fully complete the assignment, and agreed-upon reward for completing the work (optional).

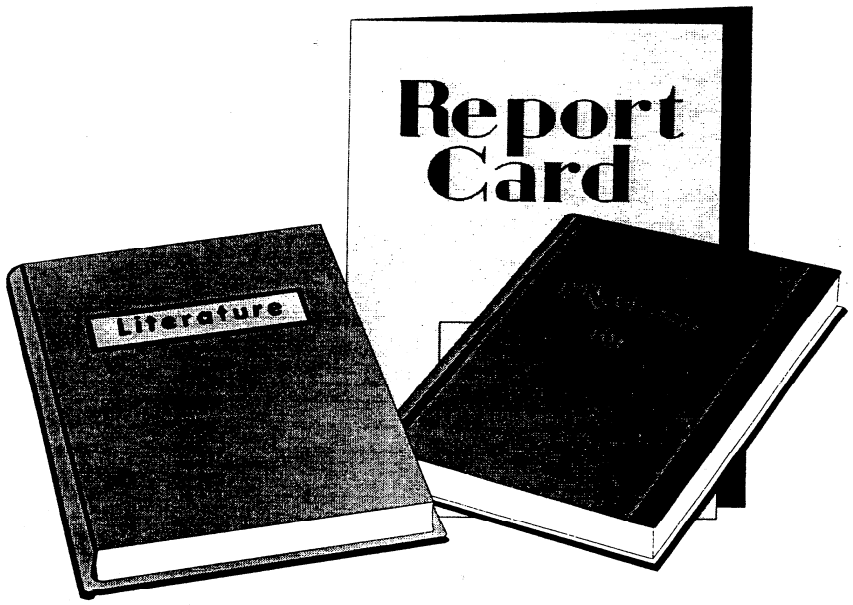
Note: Be sure that you *do not do the homework assignment* for him. You may even have your own work to do while your student is doing the homework. The point is to be available to him, to be sure he understands the assignment, and has the necessary materials.

What to do:

- Before you begin, check to see that your student:
  - ✓ understands what he is supposed to do. Your student can repeat the assignment back to you in his own words, step by step,
  - ✓ has read the background materials,
  - ✓ has read the directions and understands them (if not, read them aloud),
  - ✓ has the materials needed to complete the assignment (ruler, atlas, compass, textbook, etc.)
  - ✓ has allowed enough time to complete the assignment
- If your student is stumped, ask:
  - ✓ Can he pinpoint the problem?
  - ✓ Did he miss class when instructions were given?
  - ✓ Are there terms or words that he does not understand? If so, look them up in a dictionary.
  - ✓ Is there information that needs to be reviewed prior to doing the assignment?
- When your student has completed the assignment:
  - ✓ encourage him to check through the work.
  - ✓ look over the assignment, making some suggestions for improvement, but never redoing the assignment or being overly critical.

Follow-up:

- Be sure to follow through immediately with any arranged rewards. (Keep rewards very simple, immediate, and basic (perhaps going for ice cream). Long-term goals, such as keeping points toward a special activity, might come later.)
- Keep track of completed homework assignments in your student's journal. See the *All About Me Journal* and *Setting Goals and Charting Progress*.
- Work with your student and his parents to establish a regular time and place in the home for study.



SOURCE: The Middle School Years: Columbia, MD: National Committee for Citizens in Education, 1989.

LEARNING A SPORT

Goal:

To begin to instill in your student a love and respect for sports and physical fitness.



Materials:

Materials needed to complete this activity depend upon the sport you choose.

What to do:

- Select a sports activity in which to participate. This may be an individual sport, such as roller skating or swimming, or a team sport, such as soccer or lacrosse. This may be a sport in which one of you is skilled and can teach the other. You may choose a sport with which neither of you is familiar (for example, rugby or squash) and learn the sport together, perhaps finding a friend who can help coach you at the beginning.
- Keep the extras and expenses down and focus on the regularity and enjoyment of the sport. Attend local competitions of the sport to see how the "experts" do it. Look for opportunities to play with a team or at a recreation center where facilities may be free or low cost.
- Try several different sports if the first one does not work out.
- Discuss the meaning of "fitness" and its value.

Follow-up:

- Research together what sports are available at your student's school or in the community. Does anyone else in the family participate in a sport?
- Chart your progress in the sport and set small goals for improvement.
- Attend a community or professional sports event.
- See "Physical Fitness" under *Attitudes, Decisions & Choices.*



MAKING CHOICES— CAREERS

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
				Wishes If you had 3 wishes, what would they be? 		
			 **Bee Positive** Offer encouragement and suggest positive ways to solve problems.			
	 **Assist** your student in seeking career information and planning for a career.					
		 **Open doors** to job opportunities as you would for families and friends			 **Help your student** stay in school and achieve her potential.	

"Success is a journey, not a destination."

–Ben Sweetland

PERSONAL ACHIEVEMENTS

Goal:

To identify personal characteristics and skills that have helped your student achieve in the past and that may be useful in selecting a career or job in the future.

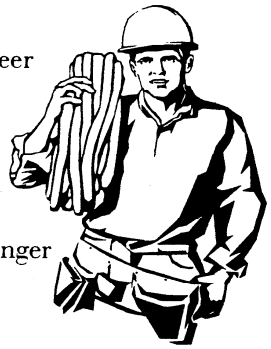
Materials:

Pen or pencil and paper, or you may choose to do this activity as a discussion.

What to do:

- Make a list of personal achievements, including anything your student has accomplished and of which she is proud. The achievements do not have to be related to school. Help her identify achievements in areas in which she may not have a lot of confidence, for example, specific subjects in school, friendships, work, etc.
- Focus on several achievements. For each one, have your student write or dictate what was achieved, how it was accomplished, and what skills and abilities were needed.
- Look for any patterns that may be present. For example, did she use her creativity or artistic ability in accomplishing most of the achievements? Think of possible jobs that may be related to personality characteristics, skills, and ability patterns you discover in your student's past achievements.

CAREER SCRAPBOOK



Goal:

To encourage your student to think about future career choices.

Materials:

Magazines, paper, glue or paste, stapler.

Note: This activity is especially appropriate for a younger student.

What to do:

- Help your student create a scrapbook of careers that includes pictures cut from magazines showing people working at various jobs.
- Divide the scrapbook into sections, such as:
  - ✓ Careers that interest your student.
  - ✓ Careers your student did not know about or which are unusual.
  - ✓ Pictures that show men and women in nontraditional roles.
- Add to the scrapbook as you and your student find new career pictures.

Follow-up:

- Use other activities in this section to explore the details of the different careers your student has identified.







COLLEGE EDUCATION & CAREER CHOICES



Goals:

To assist your student in identifying careers that are of interest to her.

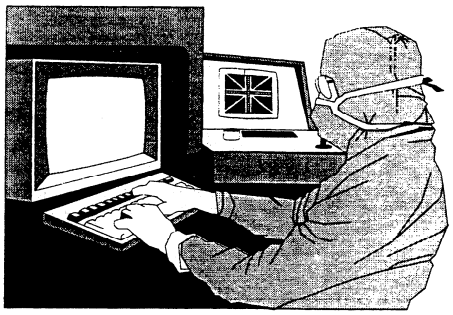
To increase awareness of the training and education needed to pursue each career.

Materials:

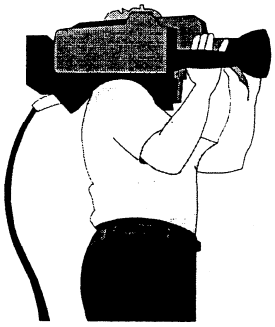
Copy of *Occupation Outlook Handbook*, which is published annually by the U.S. Department of Labor and which can be found at any local library.

What to do:

- Talk to your student about careers and occupations that are of interest to her.
- Make a list and discuss the type of training and/or education your student believes would be necessary to pursue each of these.
- Visit a public or school library with your student and investigate her selected occupations in the *Occupation Outlook Handbook*. This handbook provides information regarding the type and extent of training and/or education necessary for a variety of occupations, as well as other pertinent career information.
- Compare the training/education information found in the *Occupation Outlook Handbook* with the estimate your student predicted. How realistic were her expectations for each occupation? Based on the information in the handbook, is your student still as interested in the occupations she had previously listed?



Follow-up:



- Meet with your student's high school guidance counselor or occupational specialist to discuss the education and training required for various occupations.

IDENTIFYING WORK VALUES

Goal:

To identify the values your student feels are important to achieving job satisfaction.

Materials:

List of work values below and your student's career journal, or you may choose to do this activity as a discussion.

What to do:

- Introduce and discuss the importance of work values.
- Ask your student to select from the following list of work values 10 items that are important to him:

1. Little danger in doing my job
2. High risk in doing my job
3. Not too many worries
4. Have hard problems to solve
5. Work with friendly people
6. Work in privacy
7. Have a boss who respects me
8. Teach others
9. Help others with their problems
10. Give directions to others
11. Receive exact directions
12. Work with different kinds of people
13. Make decisions
14. Hire and fire people
15. Work regular hours
16. Be my own boss
17. Be able to move up in the organization
18. Organize work independently
19. Job requires hard physical work
20. Have little or no supervision
21. Set my own time to finish a job
22. Work with people I can trust
23. Have little or no pressure
24. Work in a quiet atmosphere
25. Be able to tell the boss when I need help
26. Travel
27. Dress the way I like
28. Learn new things all the time
29. Keep my hands clean
30. Make more money, even if job is less secure
31. Very secure job, even if it means less money
32. Have a boss I respect

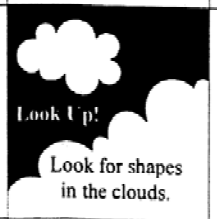
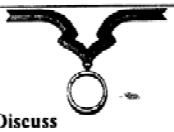
- Review the career values your student has chosen. What are the trade-offs involved in each of the selections?
- Help your student identify five jobs that are compatible with his selected values and that are also of interest to him.
- If your student has been keeping a career log or journal, review it for ideas of careers that match his values.
- Talk to your student about how satisfying he thinks each of the jobs would be to him.

Follow-up:

Whenever you are participating in activities with your student and come in contact with a job, discuss the work values list and determine if the job matches your student's values.

SOURCE: Careers: Making the Right Moves. New York: City University of New York/Board of Education Student Mentor Program, Fall 1989.

Making Choices– College-Bound

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
				Share with each other how meaningful your experience as a mentor has been.		
	Guide and support your student through the college process.					
			 **Read** a joke book from the Media Center and laugh freely.			
		 **Reminder:** Mentors have a great impact on the life of young people.			 Look Up! Look for shapes in the clouds.	
	 **Discuss** some annual awards or scholarships that have been newsworthy.					

"Potential is so completely unknown to us that we dare not underestimate any student."

–Arthur unkown

COLLEGE-BOUND CALENDAR

Goals:

To remind you and your student about deadlines and activities in preparation for attending college.

To assure that your student has the greatest possible chance of attending college.

Materials:

The following calendar and information from your student's guidance counselor or occupational specialist.

What to do:

- Every year there are activities that your student can engage in to make sure she is getting the best preparation possible for college. Start early and think ahead.
- Fill in the following calendar with your student, including any specifics for your student and her academic program. Guide and focus her attention on the following steps. Acknowledge and reward progress and success. Always keep the final goal—college—foremost in your discussions with your student.
- Complete the other activities in this section, which will help prepare and motivate your student for college.
- Get to know the guidance counselor at your student's school.

7th and 8th Grades:

___ Develop good study habits.

___ Establish good basic skills in reading, math, and language arts.

___ Get involved in school and community activities.

___ Meet with the middle school guidance counselor to discuss high school options. Apply for and select a high school program that is challenging and meets your student's needs and interests.

___ Let everyone—parents, teachers, and guidance counselor—know you want to go to college

___ Develop a four-year study plan for high school. Enroll in the proper courses.

___ Visit local colleges whenever possible.

___ Explore careers, job shadow, and read about different occupations.

9th and 10th Grades:

___ Plan for and take the core courses you will need to get into college.

___ Build on your basic skills: listening, speaking, studying, and thinking analytically.

College-Bound Calendar Part 2

___ Get involved in extracurricular and community activities. Are you particularly good at some subjects? Think about your special interests and develop your talents. Balance your commitment with time for fun and relaxation.

___ Enroll in Saturday or summer school to catch up, if necessary.

___ In the 10th grade prepare for and take the PSAT as practice.

___ Start saving money for college through part-time work during the summer. Open a bank account devoted to saving for college.

___ Visit local colleges and talk with students and professors. Learn as much as you can about what different colleges have to offer.

11th Grade:

___ Prepare for and take the PSAT. This test is also the qualifying test for the national Merit Scholarship Program.

___ Prepare for and take the SAT.

___ Continue developing basic skills.

___ Take the core courses and broaden your background with electives.

___ Start narrowing down the list of colleges in which you are interested. Visit a college when on a trip outside the state.

___ Explore career interests and discuss them with parents, teachers, and school counselors.

12th Grade:

___ Prepare for and take the SAT. This test is also used to determine eligibility for some scholarship money.

___ Keep taking challenging classes in the core subjects and keep your grades up throughout the year.

___ Work part time in the summer and after school as long as it does not interfere with your school work. Continue saving.

___ Work with school counselors to pick the best college for you. Visit these colleges and talk to admissions and financial aid representatives.

___ Apply for admission, including financial aid, on time. Investigate and apply for private scholarships that are appropriate.

___ Continue to be active in school and the community.

___ Graduate!!

SOURCE: "Selecting the Right College." Pamphlet from AT&T's College Series; Produced in collaboration with the National Association of College Admission Counselors. 1988.

"Paving the Way: A Parent's Guide to Early Planning for College." Washington, DC: National Institute of Independent Colleges and Universities. 1987.

"Prepare" for College Now." New York: The College Entrance Examination Board, 1987.

THE WORLD OF COLLEGE

Goals:

To help your student become familiar and comfortable with the surroundings of community and four-year colleges.

To help your student become familiar with the various curricula, policies, clubs, and opportunities offered at college.

To inspire your student to pursue college as an option.

Materials:

Vary, depending on the sub-activity you choose.

What to do:

Together select a college(s) to explore. Explain the differences between a community college and a four-year college or university.

Select from one or more of the following sub-activities to complete when you visit the campus(es).

#1 – Scavenger Hunt

- Develop a list of 5–10 places to locate on the campus that may be useful to a student. Select items that would be of particular interest to your student, such as the book store, computer lab, cafeteria, classrooms, athletic facilities, arts facilities, etc.
- Conduct the scavenger hunt to locate the resources on the list.
- Initiate discussions with students, staff, and faculty.
- Discuss your student's impressions about the campus and campus life.
- Compare and contrast impressions of other campuses that you visit.



#2 – College Cuisine

- Share a meal together. Contact the college before you visit to find out meal times and the location of the dining hall.
- Discussion: Compare the college dining hall to the high school cafeteria. Which has a better selection? How are the students different? What are your student's impressions of life as a college student?
- Strike up a conversation with some students. What are their impressions of college? Why do they find value in being there and what do they plan to do after college?

#3 – College Catalogues

- Compile a list of colleges and universities your student is interested in or would like to know more about.
- Call or write to each institution and request that a catalogue be sent to your home or the home of your student.
- As the catalogues arrive, read through them together. Highlight information contained in each catalogue that is of interest to him, such as location, tuition, availability of financial aid, academic majors and curriculum, clubs and fraternities/sororities, and college sports.
- Discussion: Compare each of the colleges based on the information provided in the catalogues. Does one college seem especially suited to your student's needs? Do any of the colleges offer unique or unusual academic majors that are of interest to him?

#4 – Research at a College Library

- Select a topic/project with your student to research at a local college library. The project may be a school assignment, a topic in which your student is interested, or you may incorporate the "People I Admire" activity in the *My Family* section.
- With your student, explore and use the library resources to:
  - ✓ make copies of useful information,
  - ✓ look through the card catalogue for books,
  - ✓ use available computerized searches,
  - ✓ search the periodicals for pertinent articles,
  - ✓ speak to a college librarian about methods of obtaining additional materials relating to the topic.
- Discussion: Compare and contrast the college library to your student's library at school (resources and atmosphere, etc.).

#5 – College Athletic Facilities

- Visit and use the athletic facilities of a local college or university with your student. You could swim in a college pool, for example, or play basketball at a university basketball court or play soccer on a college field.
- Before you visit, call the college to determine policies and hours for the general public using the sports facilities. Be persistent and explain your purpose if you encounter resistance.
- Attend a sports event or practice session. Speak with the coaches and athletes.
- Follow-up: Explore the idea of an athletic scholarship if your student excels in a particular sport.

#6 – College Classes

- Attend classes at a local college or university. If your student is interested in a particular subject, such as science, try to attend a freshman biology class and lab. Class time and location can be found in the schedule of course offerings for that semester. Be sure to contact the professor(s) for permission to attend the class(es).
- Note your impressions of the experience:
  - ✓ Was the class conducted as a lecture or a discussion?
  - ✓ Was the professor interesting?
  - ✓ Were the students attentive?
- Talk to students about classes, professors, and school in general.
- Follow-up: With your student, create a class schedule by reviewing a bulletin of the semester course selections. Note the times and locations of the classes and discuss the differences between college and high school, including the freedoms and responsibilities.

COLLEGE VOCABULARY

Goals:

To familiarize your student with some of the terms associated with college and higher education.

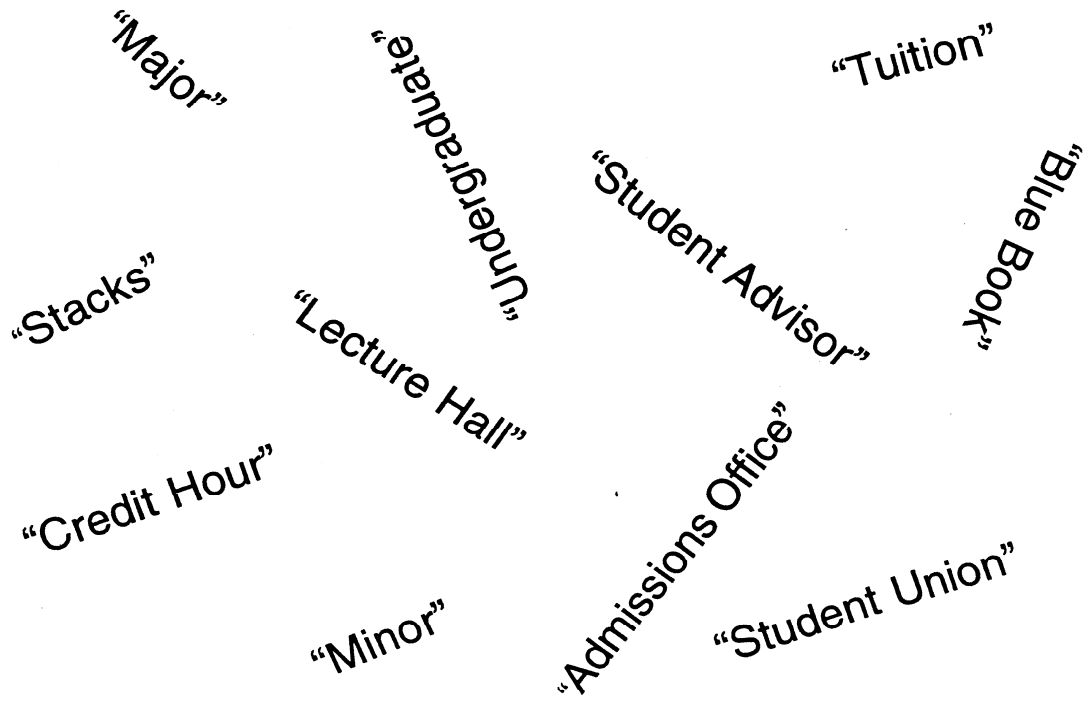
To make your student more comfortable with the prospect of attending college.

Materials:

Copy of the college terms on page two of this activity.

What to do:

- Discuss the importance of understanding terminology. Knowing the meanings of the terms frequently used by college counselors, advisors, and administrators will help your student to communicate more effectively.
- Introduce a copy of the following college terms worksheet. Ask your student to match each term with its proper definition.
- When completed, read your student's answers with her. Review the answers. Explain and clarify any terms she does not fully understand.



COLLEGE VOCABULARY
PAGE 2

COLLEGE TERMS

Match the term from Column A with the letter of its correct definition from Column B:

____ 1. Advanced placement tests

____ 2. Transcript

____ 3. Coeducation

____ 4. Major

____ 5. Credit

____ 6. Grade point average

____ 7. College work study

____ 8. Public

____ 9. Private

____ 10. Financial aid package

____ 11. Two-year college

____ 12. Graduate & professional schools

____ 13. SAT/ACT

____ 14. Proprietary school

A. Unit of measurement used by colleges, usually awarded on the basis of one per hour of class per week.

B. Specific field of study chosen by a college student

C. Test of verbal/mathematical skills required for admission to most colleges

D. College or university in which the majority of financial support comes from private sources

E. Provides jobs for students with financial need

F. Copy of academic record

G. Institutions offering advanced degrees (M.A., Ph.D.); schools offering degrees in law, medicine, etc.

H. Both men and women admitted.

I. High scores on these earn advanced standing in college

J. Junior or community colleges with credits designed for transfer to a four-year college or university

K. System of grading used in college or university (A=4, B=3, C=2, D=1)

L. College or university that is government owned or state supported

M. Sources of money available to a student with financial need

N. A private, trade, technical, business, nursing, etc., institution that offers programs usually shorter in duration and more job-oriented than those given by two- or four-year colleges.

PICKING A COLLEGE MAJOR

Goals:

To introduce your student to a variety of college majors.

To identify careers that are related to each major.

Materials:

Pen or pencil, writing paper, and possibly college/university catalogues that list academic majors.

What to do:

- Start by reviewing the definition of "Major." See *College Vocabulary*.
- Compile a list of college majors with your student. For ideas, the two of you may wish to look through college catalogues or refer to the following list of some of the more common college majors:

Anthropology	Architecture	Art History
Astronomy	Biology	Business
Chemistry	Classics	Computer Science
Earth Science	Economics	Education
Engineering	English	Modern Languages
History	Journalism	Mathematics
Music	Pharmacology	Philosophy
Physics	Political Science	Psychology
Sociology	Pre-medicine	Pre-law

- For each major, discuss the type of work a college graduate might expect to do. For example, career choices for a journalism graduate may include reporting for a newspaper, writing children's stories, or editing television scripts for a comedy show. Discuss which college majors and occupations seem most appealing to your student, and why?
- For each major your student selects, discuss what high school courses he could take that are relevant and might give him a better understanding of the field

Follow-up:

- Arrange to meet with faculty members of college departments in which your student is interested.
- Introduce your student to your friends whose interests/training/education may be similar to your student's.

Vision Statement

Through the individual commitment of all, our students will graduate
with the knowledge, skills, and values necessary
to be successful contributors to our democratic society.

School Board approved and adopted – January 14, 1997

School Board Members

Mr. Stan Schmidt, Chairman
Dr. Al Williams, Vice-Chairman
Ms. Candace Lankford
Ms. Judy Conte
Mrs. Diane Smith

Superintendent of Schools

Dr. Margaret A. Smith

Volunteer/Partnership Programs

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